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AUTHOR Willie, Reynold; Stecklein, John E.
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ABSTRACT

Information about personal background; professional activities; job-related attitudes, satisfactions, and dissatisfactions; and career appraisal was gathered by means of a questionnaire administered to a 25 percent random sample, stratified by rank, of full-time faculty in Minnesota's accredited, nontheological colleges and universities. Results of the survey were compared to results of earlier surveys in 1956 and 1968 using the same instrument with similar samples. The data suggest that the professoriate has remained relatively unchanged during the two and one-half decades covered by the three surveys. Its members are likely to be male, married, and middle-aged. The results of efforts to increase the number of women have not substantially changed the ratio of men to women, although minor changes have occurred. The educational level of those teaching in Minnesota colleges had risen sharply during the years of the study despite conditions that might have prevented such a rise. Between 1956 and 1980, there was an 18 percentage point increase in doctorate holders among the faculties in the four-year institutions. Although eight out of 10 respondents in each of the surveys described themselves as satisfied or very satisfied, larger percentages than previously are now describing their attitude as satisfied rather than very satisfied. Approximately 70 percent of the teachers in 1980 said that they would again select college teaching as a career. However, the percentages indicating either uncertainty or a negative decision are high: 30 percent for two-year faculty today and 27 percent for four-year faculty. A bibliography is appended. (SW)

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A Three Decade Comparison of College Faculty Characteristics, Satisfactions, Activities, and Attitudes

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Reynold Willie
Associate Professor
175 Peik Hall
University of Minnesota
Minneapolis, Minnesota 55455
Telephone (612) 376-7669

John E. Stecklein
Professor
330 Burton Hall
University of Minnesota
Minneapolis, Minnesota 55455
Telephone (612) 376-3207

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THE ASSOCIATION FOR INSTITUTIONAL RESEARCH

This paper was presented at the Twenty-First Annual Forum of the Association for Institutional Research held at the Leamington Hotel in Minneapolis, Minnesota, May 17-20, 1981. This paper was reviewed by the AIR Forum Publications Committee and was judged to be of high quality and of interest to others concerned with the research of higher education. It has therefore been selected to be included in the ERIC Collection of Forum Papers.

Mary Corcoran
University of Minnesota
(Editor, AIR Forum Publications)

Abstract

Information about personal background; professional activities; job-related attitudes, satisfactions, and dissatisfactions; and career appraisal was gathered by means of a questionnaire administered to a 25 percent random sample, stratified by rank, of full-time faculty in Minnesota's accredited, non-theological colleges and universities. Results of the survey are compared to results of earlier surveys in 1956 and 1968 using the same instrument with similar samples. Preliminary analysis suggests that the professoriate has remained relatively unchanged across the two and a half decades of the surveys, that the educational level of the faculties has risen sharply over the years, that Minnesota college teachers find their careers satisfying, and that most of them would make the same career selection again if given the opportunity.

Only a quarter of a century ago, Caplow and McGee (1958) could write that "the methods of social research have been applied by university professors to every important institution except their own." In reporting their study of the working conditions and performance of academic people, they noted several speculative writings but very few studies based upon empirical data. Two of the studies which they cited focused in whole or in part on professors in the state of Minnesota--Chapin's (1935) study of faculty turnover rates at the University of Minnesota from 1912 to 1930 and Sorokin and Anderson's[1] study of faculty mobility at four institutions, two of which were in Minnesota--Carleton College and the University of Minnesota. While the focus of the studies widened after the early investigations to include other topics and other groups, the study of Minnesota college and university teachers continued. Indeed, at the time Caplow and McGee were reporting their results, a study, the first in a series of three that were to cover three decades, was being completed by Stecklein and Eckert who, like Caplow, taught at the University of Minnesota.

Concerned in the 1950's about the preparation and recruitment of teachers needed to serve the five to six million college students predicted for the 1970's, Stecklein and Eckert (1958) began to gather information about college teachers and college teaching. What was the position? Who were the occupants? How did they feel about the position? In 1956, using a four-page questionnaire which they developed, they surveyed teachers in Minnesota's accredited, non-theological colleges and universities. Results were published in two monographs and nine articles.

In 1968, citing the need to develop a wider range of programs and facilities, steadily increasing pressures for research, and unprecedented demands for faculty consultative and other off-campus services, Eckert and Williams (1972) undertook a replication of the earlier study. They used the same questionnaire but with additional questions designed to probe areas not included in the first survey.

Many of the conditions prompting the 1956 and 1968 surveys persisted into the 1970's. However, academic retrenchment, inflation, unemployment, and shifts in student demands for programs seemed to suggest the desirability of a second replication of the 1956 study. Consequently, in 1980--twenty-four years after the first study and twelve years after the second--the third statewide study of Minnesota college teachers was made. This paper will present selected preliminary results of the 1980 survey and compare them with those of the 1956 and 1968 surveys.

Methodology

The Samples

The three studies in the series focused on full-time teaching faculty in Minnesota's accredited public and private institutions of higher education. The number of institutions was not constant from study to study, however, because of the growth of the two-year college since 1956.

In the 1956 study the inclusion of all community college[2] teachers (all, because that total sample was small) and the draw of a 25 percent random sample stratified by rank in each four-year institution produced 775 college teachers from thirty-two institutions. Because twenty-three individuals were excluded when they were found not to fit the sample definition, 752 college teachers comprised the working sample. Ninety-four percent (93.9%) of that sample--509 men and 197 women--returned complete and usable forms. The respondents were judged representative of the total sample with respect to rank, sex, subject field, and type of college.

In the 1968 study the inclusion of all community college teachers and the draw of a 20 percent random sample, again stratified by rank in each four-year institution, yielded 1,678 teachers from forty-three institutions. Eighty-two percent (82.4%) of those surveyed--1,035 men and 348 women--returned complete and usable questionnaires. Statistical tests revealed the respondents to

be representative of the total sample with respect to rank and type of college, the only two characteristics checked.

In the 1980 study a 25 percent random sample was drawn from each community college and from each four-year institution but stratified by rank in the latter. The selected sample included 1,801 teachers from forty-four accredited institutions. Two hundred and five individuals were excluded because they were in non-teaching positions or had temporarily or permanently left their positions. The working sample, therefore, became 1,596. Sixty-seven percent (66.8%) of the working sample--772 men and 277 women--returned usable questionnaires. The respondents were representative of the total sample according to sex, rank, and college type.

The Questionnaire

Stecklein and Eckert developed a four-page questionnaire which sought information in five areas: people, events, and conditions which influenced the respondents in their selection of teaching as a career; education and previous experience; activities in their current positions; satisfactions and dissatisfactions with college teaching as a career; and personal information. Most questions were phrased in closed form with respondents being asked to select from a list of phrases one or more which described them or their positions. An Other category was included with some of these questions to accommodate unexpected responses. Several questions were phrased in open form with respondents being asked to generate statements about their feelings or suggestions for dealing with current concerns in higher education. In 1968 Eckert and Williams revised the questionnaire to include additional questions about the respondents' work activities, e.g., professional writing, consulting, travel, and attitudes toward collective bargaining.

The questionnaire was again slightly revised in 1980 and expanded to six pages. Several questions which yielded information of little import in earlier studies were discarded. Questions which proved fruitful earlier were kept intact to ensure comparability or only slightly modified to enhance clarity. Questions about types of loans or grants used by them as students, sabbatical leaves, research funding, sources of current income, salary level, and attitudes toward retirement--both voluntary and mandatory--were added.

Collection and Analyses of Data

Letters accompanied by copies of the questionnaire were sent to administrative officers in each institution prior to each survey. The letters explained the purpose of the study, asked for current faculty lists with mailing addresses, and requested administrative cooperation. Questionnaires were mailed during the fall term of 1956, the spring term of 1968, and the winter term of 1980. In each survey, follow-up mailings, one of a second copy of the questionnaire and others of postal cards, were made to encourage maximum participation. In all studies participation was voluntary and those who did not wish to participate were asked to return blank questionnaires with such a stipulation. In the 1956 study statistical analysis included computation of measures of central tendency, tests for statistical significance of percentage differences, and chi-square tests of relationships between variables; in the 1968 study statistical analysis was limited to measures of central tendency and tests of significance of percentage differences. In the 1980 study measures of central tendency were calculated and tests of statistical significance of relationships among variables (χ^2) were applied to selected frequency distributions and cross-tabulations.

The Findings

All three studies in the series were designed to answer essentially the same questions: What are Minnesota college teachers like? When did they make decisions which led them into the career? In what professional activities do

they spend their time? Are they satisfied with their careers? Would they re-affirm their career decisions at this time in their lives?

What are Minnesota college teachers like?

The typical college teacher in Minnesota has been, and continues to be, a male in his early to middle forties. He was born in a state other than Minnesota in a family where the father was a farmer or skilled laborer and the mother a housewife. He is married and, if he has children, is likely to have two or three.

In each of the three surveys male faculty members constituted approximately three-fourths of the total sample. When the four-year institutions were grouped according to type, however, the percentage of men in the private liberal arts colleges was consistently lower than the percentage for the total sample of each survey, i.e., 63 percent in 1956, 71 percent in 1968, and 67 percent in 1980. The percentage of men at the University of Minnesota, on the other hand, was consistently higher than the percentage for the total sample of each survey, i.e., 83 percent in 1956, 82 percent in 1968, and 79 percent in 1980. The percentage of men in the state university system approximated that of the total sample in each survey (about 74%). The percentage of male faculty in the community college rose from 70 percent in 1956 to 74 percent in 1968 and to 75 percent in 1980. Such increases in male faculty since 1956 seem to have occurred despite widespread demands for affirmative action to increase female representation.

The median age for respondents teaching in four-year institutions was 43 years in 1956, 42 years in 1968, 44 years in 1980. The median age for those teaching in community colleges was 45 years in 1956, 41 years in 1968, and 43 years in 1980. In all three surveys the largest age group was 35 to 49 years (1956, 44%; 1968, 50%; 1980, 53%). The under-35 group comprised 25 percent of the respondents in 1956 and 1968 but only 18 percent in 1980; the over-50 group represented 31 percent of the respondents in 1956, 25 percent in 1968, and 29 percent in 1980. The effects of retrenchment in the late

1970's is clearly evident in the reversal of the trend toward a younger faculty found in the 1968 study with a sharp decrease in faculty members under 35 and increases in the older groups.

The educational level of the four-year faculties increased dramatically between the second and third surveys with the percentage of those reporting a doctorate increasing from 48.6 percent in 1968 to 62.5 percent in 1980. In 1956 44.4 percent had reported a doctorate. The percentage of community college faculty members reporting graduate degrees remained stable (82.3%, 83.0%, 84.3%) but the percentage of doctorates reported changed from 3.8 percent in 1956 to 1.9 percent in 1968 to 6.7 percent in 1980. The increased number of those holding advanced degrees seems to reflect the tightened academic marketplace with institutions in a position of being able to ask for higher educational levels in job applicants.

Financial support while earning degrees came from a variety of sources. The most frequently reported major source of financial support during undergraduate study--parents--remained the same across the years but the proportion so reporting declined from 40 percent in 1956 to 32 percent in 1980. Off-campus jobs were generally claimed as a chief source of support by less than 15 percent of the respondents in each survey. No other sources approached the levels of these two sources. The most frequently reported major source of financial support during graduate study shifted from staff position (not assistantship) in 1956 (19%) to assistantship in 1968 (17%) and 1980 (22%). (Assistantship was reported as the major source of support by 14 percent of the respondents in the 1956 study.) Scholarship, fellowship, or grant was cited by 8 percent of the respondents in 1956, 15 percent in 1968, and 19 percent in 1980. The increase in use of grants or scholarships and assistantships continues the trend noted in 1968. In 1980 12.5 percent of the respondents reported having undergraduate Federal government loans and 12.1 percent graduate Federal government loans.

How do they spend their time?

Because of the differences in emphasis in the various types of institutions, great variation in both the nature and extent of teacher activity can be found. Nonetheless, teaching and activities related to teaching--preparing materials, grading papers, advising students, and the like--occupy the better part of college teachers' time. In the four-year institutions the median percentages of time spent in such activities were 64 percent in 1956, 65 percent in 1968, and 60 percent in 1980; in the community colleges the median percentages of time were 74 percent in 1956, 85 percent in 1968, and 80 percent in 1980. Other activities claiming more than five percent but less than about ten percent of teachers' time were counseling, committee and administrative duties, and research.

The pressures to "publish or perish" are perceived to be very strong in many institutions yet the median percentages of time spent by four-year faculty members in activities leading to publications and other creative works are relatively small. The median percentages of time in research and writing activities for four-year faculty members were 3.6 percent in 1956, 10.4 percent in 1968, and 5.3 percent in 1980. The median percentages of time spent in research activities for state university and private liberal arts college faculty members were less than 5% in all surveys while the median percentages for the University of Minnesota were 13% in 1956, 23% in 1968, and 20% in 1980. The sharp increase in 1968 probably reflected the effect of heavy research support by the Federal government in the 1960's; the decline found in the 1980 survey probably reflects the recent curtailment of such funds.

Since research and associated activities are common measures of productivity, the 1968 and 1980 surveys included questions about participants' publications, presentations at professional meetings (unpublished papers), and other types of creative works (paintings, musical compositions, and the like). Despite the decline in the reported percentages of time devoted to research

and scholarly writing since the 1968 survey, production of four-year faculty has increased. Table 1 shows the percentages of respondents reporting one or more publications or other creative works produced in the five year period prior to each of the two surveys.

Insert Table 1 about here.

Wide variation in publication productivity, shown in Table 2, exists among the faculties of the different types of institutions. A gain of 20 percentage points--from 21.1% in 1968 to 41.1% in 1980--in the number of University of Minnesota faculty reporting book chapters was found. Nearly three of every four University of Minnesota faculty reported publishing one or more journal articles in the 1980 study, compared to one of every three of the state university and private liberal arts college faculty members. However, the largest increases occurred in the number who made presentations at professional meetings during the previous five years with the percentage of four-year faculty members reporting one or more presentations increasing from 35.8 percent in 1968 to 52.1 percent in 1980 and the percentage of two-year faculty members increasing from 9.0 percent to 13.4 percent. Two factors may account for the big increase in unpublished, presented papers: (1) increased requirements for progress reports on Federal and other grants and (2) increased competition for publication space and the consequent increase in the number of rejections of manuscripts.

Insert Table 2 about here.

Are Minnesota college teachers satisfied with their careers?

What are the chief satisfactions and dissatisfactions associated with college teaching? In all three surveys the opportunity to work with college age students was cited more frequently than any other condition as a source of satisfaction with three of every ten responses citing it. In the 1956 and

1968 surveys colleagues and associates, intellectual stimulation, and the opportunity to participate in the development of students were also frequently cited conditions which produced satisfaction. In 1980, however, the second ranking condition producing satisfaction was working conditions.

In 1956 the most frequently cited dissatisfaction centered on poor salaries. In 1968 that condition was replaced by one dealing with poor attitudes on the part of colleagues. By 1980 working conditions, salary, and administration became the greatest sources of dissatisfaction.

Thus, working conditions were cited as both a major source of satisfaction and a major source of dissatisfaction in the 1980 survey. Examples of responses indicating satisfaction were "I can set my own time," "I am free to pursue my own interests," and "I like the flexible schedule." Examples of responses indicating dissatisfaction were "There aren't enough hours to do what I'm supposed to do," "Lack of autonomy and freedom," and "There are too many stupid meetings."

Each of the three surveys asked the respondents to select an expression (very satisfied, satisfied, indifferent, dissatisfied, very dissatisfied) which best described their current attitudes toward college teaching as a career. In each of the surveys 85 percent or more of the respondents indicated that they were either satisfied or very satisfied with college teaching as a career (Table 3). However, the percentage of those in four-year institutions indicating that they were satisfied or very satisfied dropped from 92.6 percent in 1956 to 84.8 percent in 1968 and 84.7 percent in 1980. Such a statement should not be used to mask the shift in positive attitudes--from very satisfied to satisfied--which took place between 1968 and 1980 in both four-year and two-year faculty members. Four-year faculty members indicating that they were very satisfied dropped from 46.7 percent in 1968 to 32.5 percent in 1980 while those indicating that they were satisfied rose from 38.1 percent in

1968 to 52.2 percent in 1980. Two-year college faculty attitudes changed similarly with very satisfied dropping from 43.5 percent in 1968 to 36.6 percent in 1980 and satisfied increasing from 43.2 percent to 51.5 percent. The percentages of those in four-year institutions who expressed dissatisfaction with their careers rose from 3.1 percent in 1958 to 9.8 percent in 1980.

Insert Table 3 about here.

As a final question on appraisal of college teaching as a career, participants were asked if they thought that they would choose to work in an educational institution if they could remake their decision. Table 4 shows the responses of two- and four-year faculty members in each of the surveys.

Insert Table 4 about here.

Although about the same proportion of 1980 community college teachers as 1956 teachers (about 70%) would choose college teaching again as a career, that percentage reflects a loss since 1968 of nearly all of the gain (13%) shown between 1956 and 1968. Four-year college faculty in 1980, on the other hand, show an 11 to 14 percent drop compared to the 1956 and 1968 teachers in the percentages who are sufficiently happy with being college faculty members that they would do it again if they had a second chance. Despite the apparent sharp loss of affection for college teaching by many, however, more than two out of three faculty members would go into the same career if they had it to do over. In that respect faculty morale seems to be at about the level it was 25 years ago in Minnesota institutions as a whole. Subsequent analyses will determine whether or not there are pockets of strong dissatisfaction and where they might occur, e.g., in certain subject fields or types of institutions.

Participants in the 1968 and 1980 surveys were asked to give their general reactions to collective bargaining (See Table 5). In 1968 62 percent of two-year and 36 percent of four-year faculty members indicated that they believed

collective bargaining to be desirable or highly desirable. By 1980 the percentage of community college teachers with positive attitudes had risen to 75.4 percent but the percentage of four-year faculty had remained stable--35.0 percent. However, wide variations among the 1980 four-year teachers were evident. Whereas 48.2 percent of the state university faculties were positively disposed, only 31.1 percent of the University of Minnesota faculty and 27.1 percent of the liberal arts college faculties considered collective bargaining to be desirable or highly desirable.

Insert Table 5 about here.

Conclusions

The series of three surveys comprising the Minnesota College Teacher Study was designed to determine who the persons are who teach in Minnesota colleges and universities, why they chose college teaching as a career, how they spend their working hours, what they find satisfying and dissatisfying about they careers, and what their attitudes about current development are. The primary purpose of this report has been to compare selected results of the most recent survey, completed in 1980, with the results of the 1956 and 1968 surveys. Since the analysis of the 1980 data is in the initial stages and the re-examination of the 1956 and 1968 data in light of the 1980 results hardly begun, the statements presented here only touch upon the high points which have thus far emerged.

The findings to date suggest that:

1. <u>The professoriate has remained relatively unchanged during the two and one-half decades covered by the three surveys</u>. Its members today, as in 1956 and 1968, are likely to be male, married, and middle-aged. The results of efforts by various groups to increase the number of women have not, as yet, substantially changed the ratio of men to women. Minor changes have, of course, occurred.

Although the median ages have remained relatively stable, the percentage of people in the middle-age bracket, 35 to 49 years, has increased while the percentage in the lower age bracket, 25 to 34 years, has decreased, thus reversing the trend toward younger faculty found between 1956 and 1968. The 1980 faculties thus consist of larger proportions of middle aged and older persons than did the 1956 and 1968 faculties.

2. The educational level of those teaching in Minnesota colleges has risen sharply during the years of the study despite conditions which might have prevented such a rise. At the time of the 1956 survey a very real concern of many of those in higher education was that the level of faculty preparation would slip dangerously under the pressures of soaring enrollments. That did not happen. Rather, the educational level of the faculties rose dramatically from 1956 to 1980 with the holders of doctorates in the four-year institutions, for example, rising by 18 percentage points. Institutional and societal support in the form of leaves (single quarter and sabbatical), grants, scholarships, and loans probably account in some measure for the higher educational level of teachers in the 1980 sample. Decreased competition from government and industry for holders of doctorates, particularly in recent years, may have also played a part.

3. Most Minnesota college teachers find their careers satisfying. Although eight out of ten respondents in each of the surveys described themselves as satisfied or very satisfied, larger percentages than previously are now selecting the former term over the latter to describe their attitudes toward their careers. There has also been an increase in percentages of those describing themsevles as indifferent or dissatisfied, especially in four-year institutions. Preliminary analyses suggest that relatively poor

salary levels (stressed in the first and third surveys) have combined with perceived deteriorations in working conditions and shortcomings in administrative behavior (comprising 31.2 percent and 12.0 percent respectively of the dissatisfactions given in the 1980 survey) to cause the shifts in attitudes toward college teaching as a career.

4. Most Minnesota college teachers would make the same career selection if given the opportunity. Approximately 70 percent of the teachers in 1980 would again select college teaching as a career. For two-year college faculty this percentage is the same as it was in 1956 but 11 percentage points less than it was in 1968; for four-year faculty this percentage is 11 percentage points less than it was in 1956 and 14 percentage points less than in 1968. Nonetheless, the percentages indicating either uncertainty or a negative decision are distressingly high--30 percent for two-year faculty today (similar to what it was in 1956 but up 12 percentage points from 1968) and 27 percent for four-year faculty (up from 16 percent in 1956 and 13 percent in 1968). Undoubtedly, the change in the percentage of those ready to reaffirm their academic career choice has many causes. At least some of those are being brought to view in this study--perceived changes in working conditions, salaries which compare unfavorably to those in other careers, feelings of lost autonomy, and the like.

The intent of this report has been to present a three decade comparison of the backgrounds, professional activities, and career attitudes of Minnesota college teachers. Findings have been drawn, for the most part, from the responses of teachers grouped according to institutional type of employment--

specifically community college and four-year institutions. It should be noted, however, that there are striking differences among and within institutions in their objectives, organizational patterns, functions, and roles. It seems appropriate, then, that the responses of faculty members be examined according to many other faculty groupings. Examples of such groupings are subsystems such as the University of Minnesota, the state university system, and the private liberal arts colleges; campuses within systems; and subject fields such as agriculture, the sciences, and the humanities. More importantly, faculty should be grouped according to the manner in which they responded to certain questionnaire items so that we may learn how satisfied and dissatisfied faculty differ in activity patterns, backgrounds, experience, and other characteristics or how relationships between activities, salaries, and satisfactions have changed over three decades. Other groupings may be teachers vs. researchers, age level, source of degrees, and the like. With this information those who are entrusted with the support and direction of higher education in Minnesota will be in sounder decision-making positions.

Table 1

Percentage of respondents reporting one or more publications or creative works in five year period preceding survey

	1968		1980	
	Four-year Institutions	Community Colleges	Four-year Institutions	Community Colleges
Books and monographs	13.3%	3.3%	17.3%	5.2%
Book chapters	13.5	3.8	22.1	3.7
Journal articles	46.9	12.0	48.2	9.7
Book reviews	na	na	26.4	6.0
Unpublished, presented papers	35.8	9.0	52.1	13.4
Study guides	17.9	13.9	22.7	11.2
Other creative works	na	na	15.1	14.9

Table 2

Percentage of respondents in four-year institutions reporting one or more publications or creative works in five year period preceding survey

	University of Minnesota		State University System		Private Liberal Arts Colleges	
	1968	1980	1968	1980	1968	1980
Books and monographs	16.7%	26.0%	7.9%	11.9%	11.5%	13.4%
Book chapters	21.1	41.1	2.9	9.0	8.4	14.1
Journal articles	64.8	72.2	24.4	33.5	33.5	36.0
Book reviews	na	36.0	na	19.1	na	36.0
Unpublished, presented papers	44.6	67.4	22.5	41.7	30.8	45.4
Study guides	19.4	25.1	16.0	21.6	16.7	21.9
Other publications	na	16.6	na	12.2	na	10.5
Other creative works	na	10.3	na	18.7	na	17.0

Table 3

Attitude toward the academic career

	Community College Faculty			Four-year College Faculty		
	1956	1968	1980	1956	1968	1980
Very satisfied	30.8%	43.5%	36.6%	50.2%	46.7%	32.5%
Satisfied	55.4	43.2	51.5	42.4	38.1	52.2
Indifferent	4.6	8.0	2.2	3.3	9.7	3.7
Dissatisfied	2.3	1.6	6.0	2.6	1.5	6.8
Very dissatisfied	4.6	3.2	3.0	.5	2.8	3.0
No response	2.3	.5	.7	1.0	1.2	1.9

Table 4

Readiness to reaffirm academic career choice

	Community College Faculty			Four-year College Faculty		
	1956	1968	1980	1956	1968	1980
Yes	69.2%	82%	70.9%	83.2%	86%	72.3%
No	13.8	4	10.4	5.4	3	8.7
Uncertain	16.2	14	18.7	10.4	10	18.1
No Response	.8		0.0	1.0	1	.8

Table 5

Attitudes toward collective bargaining

	Community College Faculty		Four-year College Faculty	
	1968	1980	1968	1980
Highly desirable	62%	45.5%	36%	15.3
Desirable		29.9		19.7
Uncertain	na	9.7	na	29.9
Undesirable	na	3.7	na	15.6
Highly Undesirable	na	7.5	na	17.2
No response	na	3.7	na	2.3

Footnotes

[1]Caplow and McGee reported having seen only a summary of the study but gave the following reference: Sorokin, P.A., and Anderson, C.A. Metabolism of Different Strata of Social Institutions and Institutional Continuity. Instituto Poligrafico dello Stato, Vol. 9, Rome, 1931.

[2]The term community college will be used in this report to identify the two-year college even though the term junior college was the accepted designation in 1956 and 1968.

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